

BALAMAN PENGESAHAN SKRIPSI  
AN ANALYSIS OF LANGUAGE STYLES FOUND IN THE  
UTTERANCES OF TEACHERS AND STUDENT  
CONVERSATION IN SMAN 2 TANJUNG BALAI.

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# CHAPTER I

## INTRODUCTION

### 1.1. Background of the study

The study of language as a means of human communication is known as linguistics. Additionally, it is stated that linguistics encompasses a wide range of methodologies and fields of study related to language, including phonetics, phonology, syntax, pragmatics, meaning systems, linguistic functions, language and social context,, and the relationships between language and cognition outlined in cognitive linguistics.

The descriptive study of language use in society and how society shapes language, taking context, cultural norms, and expectations into consideration, is known as sociolinguistics. It is not the same as linguistic sociology, which studies the social effects of language. Sociolinguistics is the study of language's social aspects. The incomplete language is of importance to the field.

The terminology used when speaking by a certain group of people is referred to as their language style. A person's voice, enhanced by gesture and facial expression, when the speaker and hearer are both in visual contact with one another, suggests and is intended to transmit far more than a request. Unfinished sentences are occasionally used to illustrate a person's relationship.

Language style refers to a person's manner of speaking or writing depending on the situation with the person or people you are writing or speaking to. It illustrates a person's personality and character through the use of language in specific contexts. People who have known each other for a long time frequently speak in this way because they don't need to speak in full to make their words understandable.

From the Analysis, previous researchers examined language styles in folklore Febriani (2019), Rembaen (2020) examined language in Anak Sasada Movie, Riasari (2021) examined the All The Boys I've Loved Before movie. Based on the researchers above, none of them examined the language styles between teachers and students in the classroom. On this occasion, the researcher will examine the language style between teachers and students in the classroom at SMA 2 Tanjung Balai.

The role of language is to communicate ideas or information from speaker to hearer. It has a variety of styles, and each style plays an important role in delivering the purpose of social interaction and understanding the meaning of social communication in language. Its style also makes it easier to understand who is speaking the language. Language style is included in the semantic scope in linguistics. According to Joss (1976), language has five styles. He identified five distinct language styles: frozen style, formal style, consultative style, casual style, and intimate style.

Example of conversation:

Teacher: Good morning, everyone! Today we will discuss a new topic in English.

Student: Good morning, Teacher! What new topics will we learn today?

Teacher: Today we will talk about proverbs in English. Do you all know what proverbs are?

Student: Proverb? Yes, I've heard of it. Proverbs are expressions that contain figurative meaning, right?

Teacher: That's right! Proverbs often have figurative or wisdom meanings. An example would be "Actions speak louder than words." It means that actions are more meaningful than words.

Student: Oh, now I understand. We're going to learn some proverbs today?

Teacher: Yes, we will learn some proverbs commonly used in English. What's the question?

Student: Are we going to learn how to use those proverbs in daily conversation?

Teacher: Absolutely. We'll talk about how to use proverbs in everyday conversation so that we can understand it well. Let's start with the first proverb, "Don't count your chickens before they hatch." It means do not count chickens before hatching.

Student: Ah, I've heard that proverb before. It means don't expect something before it actually happens, right?

Teacher: That's right. You guys have got a good understanding. Now, let's connect with the next proverb.

Based on the observation, the researcher found that within the interaction between teacher and students in the English class and within the discussion about the material, the students did not understand clearly the teacher's explanation, so the teacher is trying to explain back. The students did not understand since they found there is difficulty in understanding the teacher's utterance because teachers sometimes use English and Indonesian with Malay accent. In Tanjung Balai it is not all understand are Malay even though commonly Tanjung Balai fulfilled with Malay people. Related to the language style used by the teachers when making interaction to the students, this research is entitled "An Analysis of language style found in the Utterance of Teacher's Conversation in SMA 2 Tanjung Balai"

## **1.2. Problems of the study**

The researcher presents the problem as follows, taking into account the study's general background mentioned above:

1. What kinds of language styles are used in the Teachers and Students Conversation in SMA 2 Tanjung Balai?
2. What is the pattern of language styles used by the Teachers and Students Conversation in SMA 2 Tanjung Balai?

### **1.3. Objectives of the Study**

The objectives of the research align with the problems, which are:

1. To discover the types of language style on utterance in the Teachers and Students Conversation in SMA 2 Tanjung Balai.
2. To find out the pattern on utterance in the Teachers and Students Conversation in SMA 2 Tanjung Balai.

### **1.4. The Scope of the Study**

The five distinct language styles identified by this sociolinguistics study are frozen style, formal style, consultative style, casual style, and intimate style. The study focuses on teacher's Conversation as a representation of these language styles. The author focuses on the various linguistic styles that utterance in the Teacher's Conversation in SMA N 2 Tanjung Balai

### **1.5. The Significances of study**

The significances of this research is to enhance comprehension of the language style used in Utterance in the Teacher's Conversation in SMA 2 Tanjung Balai.

This study's significances are both theoretically and practically significant.

#### **a. Theoretically**

Examining language styles theoretically provides a deeper understanding of linguistic principles, sociocultural dynamics, and pedagogical theories underlying classroom discourse

#### **b. Practically**

1. For English Department students: Readers may find this analysis beneficial and helpful, particularly those students who are interested in sociolinguistics and its various facets. The reader will also be aware of the elements that contribute to the speaker's choice of language style. Improving classroom communication can Analyzing language styles helps in refining communication strategies to foster clearer understanding and meaningful interactions among teachers and students. Enhancing student learning outcomes can Insights gained from studying language styles can contribute to the development of targeted interventions to improve student comprehension and academic achievement.
2. Another researcher who is working in the same field. they will be able to identify the weaknesses in this work and build on it by adopting a fresh viewpoint when conducting research on language style.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

In this chapter, the relevant material will be explained along with a review of the literature. Included are definitions for analysis, language, linguistics, sociolinguistics, language style, and types of language style, as well as definitions the Movie. To clarify some ideas or terminology related to the research topic, some viewpoints are required.

## 2.2 Language

The spoken and written language used by humans that follows a structured and traditional way of using words. The language of a nation or community is its communication system. According to (Sipayung et al., 2021) “For human communication, language is a system of arbitrary voice symbols. There are two types of language used in human and written language.

Respecting (Batu et al., 2023) , any communication system which is made up of sounds, words, and grammar is referred to language. It can also refer to the communication system used by citizens of a specific nation or industry. Language according to (Silitonga et al., 2020) can be defined as socially shared of those symbol and rules governed combination of those symbol

Communication among members of a language community group is facilitated by a system of arbitrary sound symbols called language. (Sipayung & Pangaribuan, 2019)

Language is a systematic tool for conveying ideas or feelings by using agreed signs, sounds, gestures, or signs that contain understandable meanings (Alshehri, 2024) language, a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves.” (Houtman et al., 2021)

Human life is fundamentally based on language. Language is a tool that people use to communicate and build relationships with one another. From the aforementioned statement, the researcher thus deduces that language is a system of communication that allows people to interact and communicate with one another through the expression of ideas, opinions, feelings, and experiences based on various situations, thereby enabling both speakers and listeners to understand one another and respond accordingly.

## **2.3 Linguistics**

Linguistics is the scientific study of language and its structure, including phonetics, syntax, semantics, and morphology. Among the subfields of linguistics are dialectology, applied linguistics, psycholinguistics, computational linguistics, historical-comparative linguistics, and sociolinguistics.

The scientific study of language is known as linguistics. It entails analyzing the structure, meaning, and context of language. Chomsky states that "The core principles of universalism and the existence of a common species-wide body of knowledge based on human biology characterize linguistics." in (Priest, 2019) linguistics is a branch of study that deals with languages. It is a comparative study of languages. Linguistics is the scientific study of language, involving analysis of language form, language meaning, and language in context. (Jakobson, 2012): possibility to understand what is signified by a word even if we have never seen or experienced the concept of thing in real life, and no full equivalence between code-unit.

To sum up, linguistics is the study of language, and every aspect of language is seen from within. It may have an effect on the language's own structural system. However, humans employ language to carry out its intended purpose. Both internal and external elements are included in language. Each of them is examined. They are both studied in linguistics.

## **2.4 Sociolinguistics**

The study of language in society and the relationship between linguistic and social factors is known as sociolinguistics.

According to Spolsky in Nooyen, (1999) The relationship between language and society is the main topic of sociolinguistics research. Specifically the social structures that surround



language users' daily lives. This area of study is predicated on the idea that human society is composed of numerous interconnected patterns and behaviors, some of which are linguistic.

According to Holmes & Wilson, (2022) A subfield of linguistics known as sociolinguistics examines language as a social and cultural construct. The social context in which people speak shapes the way they communicate. Individuals choose words that fit the context in which they are speaking, the listeners they are speaking to, and their degree of familiarity with them.

(Holmes 2001 in Rahmadhani et al., 2022) says that sociolinguistic is study the relationship between language and society. According to Spolsky 2010 in Nurmaisa & Arsyad, 2022), The relationship between language and society, language variety, and language attitudes are all studied in sociolinguistics. Sociolinguistics also investigates the connection between language and society, explaining how language is used to transmit social meaning and why people speak differently in different social circumstances in Holmes 2010, Street, 2016)

According to (Subroto, 2017), sociolinguistics concerns with a language variation examining how language and society interact to better understand how language is structured and how it serves as a communication tool.

As the conclusion, the field of sociolinguistics examines how language functions in both as a social construct and as a manifestation of culture , that occurs in daily activities. In sociolinguistics, speakers learn how to communicate with the social according to social situation as well as characterizing the social roles.

## **2.5 Language Style**

If used properly, language has the potential to improve communication and foster social cohesion. Otherwise, the successful community's ability to engage and communicate will be

hampered. To achieve effective and fluent communication, it is crucial to focus on specific aspects of language variation, such as style that is, how the speaker informs or poses questions to or from the listener.

According to Seri Rezki Fauziah, (2019) "Language style is a key notion in the study of sociolinguistic diversity." Language style is the point at which an individual internalizes broader societal distribution variance. There is some foundational research in sociology underpinning the general concept of style as a social expression of personality."

Language style, according to (Missikova in Febriani et al., 2019) is an expression style that is produced through the methodical application, patterning, and deliberate selection of language and non-linguistic methods in relation to the subject, circumstance, author's goal, and substance of a speech. These are only two simple examples of linguistic style. that are typically employed in written communication. Speaking can involve a variety of linguistic styles. They are evident in the vocabulary, tone, and grammatical constructions.

According to llamas 2007 in wibowo, 2021) "One aspect of language that gives speakers flexibility is language style." Language style, according to (Chaika in Rahmawati, 2019) is the manner in which people use language in communication, whether it be orally or in writing. The selection of linguistics to convey a social or artistic effect is actually referred to as language style.

### 2.5.1 Kinds of Language Style

According to (Joss 1976 in Pohan & Pohan, 2021) discusses five styles of language (intimate, informal, consultative, and frozen). The author applies the same sociolinguistic theory to support his claims. The following are those styles' explanations:

#### 1. Colloquial Style (Oratorical Style)

When it comes to formal settings and ceremonies, like churches, speech of state ceremonies, and some other events, this is the most formal style that is employed. Compared to the other styles, this one is more intricate. The sentence's sequences are intricately connected; orators, lawyers, and preachers are the only professions who almost exclusively employ this style, which calls for a high degree of skill.

As an illustration, The writer convey this message to every household of my people, both domestically and internationally, in this awful hour, which could be the most significant in our history, with the same intensity of feeling for each of you as if I could personally walk through your doors and talk to you."

#### 2. Formal Style (Deliberative Style)

Formal style refers to language used in formal or serious circumstances. It is also used to address large groups or to allow speakers and listeners to communicate more effectively. The forms are often less refined than those in oratorical style, which is commonly used to deliver a standard classroom lecture. Because formal writing is

technical in nature, the style is usually single-topic focused. Headmasters, lecturers, professors, and students utilize formal language in the classroom. The phrase "A perfect example of formal style is "Please take a seat, your Majesty."

### 3. Consultative Style

The consultative style is employed in situations involving semiformal communication. It's one of the language types that speakers of everyday language must possess. A consultative style is usually dialogue, but it can also be any first meeting between strangers or a sufficiently formal context where words are selected in consultation with the school principal. Speech in the style of consultation is typically exchanged between two people. The white person speaks at intervals, and the other people react quickly, mostly with a condensed set of common signals. "Yes, No, Huh, Mn, That's right," among other things, are some of the essential elements of the system.

### 4. Casual Style

The term "casual style" refers to a conversational approach that is appropriate for casual situations involving friends or, on occasion, family members. For example, during recess, when students converse. Using one another's first name or even a nickname instead of a last name and little name is another indicator of a casual style. Aside from the slang usage, the pronunciation is quick and frequently slurred. Eliminating unstressed words, especially at the start of sentences, is another characteristic of casual speech. "What's up man" is a casual style example

### 5. Intimate Style

A family, a couple, or close friends develop their intimate style, which is an entirely private language. The appropriate titles in this case are: sweetheart, honey, and

even Mom, Dad, or other Nicknames. Ellipses, deletions, fast, slurred pronunciation, nonverbal communication, and private codes are additional characteristics of intimate style. It is also frequently characterized by the smallest, incomprehensible social units. "You can do this, Lily; communicate with me as a friend." is an example of an intimate style.

### **2.5.2 Pattern of Language Style**

To accurately analyze the pattern of language style used in conversations between teachers and students at SMAN 2 Tanjung Balai, you would need specific examples or detailed observations from that context. However, I can provide a general idea of what language patterns might be typical in such settings based on common practices in similar educational environments.

Teachers and students in high schools like SMAN 2 Tanjung Balai often exhibit the following language style patterns:

#### **1. Formal and Informal Language:**

Teachers: Generally use formal language, especially when giving instructions, presenting new material, or addressing the class as a whole. This includes using complete sentences, proper grammar, and academic vocabulary.

Example: "Today, we will be discussing the principles of algebra. Please make sure to take detailed notes and ask questions if you need clarification."

Students: Might use a mix of formal and informal language, depending on the context. When speaking with teachers, students are likely to use polite, respectful language. However, informal language can appear in casual conversations with peers.

Example: "I don't really understand this part of the lesson. Could you explain it again?"

## 2. Directive vs. Interactive Style:

Teachers: Often use a directive style when giving instructions or managing classroom activities. This includes clear, direct commands or requests.

Example: "Open your textbooks to page 45 and complete the exercises at the end of the chapter."

Students Use an interactive style when seeking help or discussing topics. This includes questions, clarifications, and responses that engage in a two-way communication process.

Example: "I've finished the exercises, but I'm not sure if my answers are correct. Can you check them?"

## 3. Academic vs. Everyday Language:

Teachers: Use academic language, incorporating subject-specific terminology and complex sentence structures to teach and explain concepts.

Example: "The Pythagorean theorem is fundamental in trigonometry, and it relates the lengths of the sides in a right triangle."

Students: May use simpler, everyday language when discussing academic content or expressing their understanding or confusion.

Example: "So, the Pythagorean theorem helps us find out how long the sides of a triangle are, right?"

## 4. Encouraging and Evaluative:

Teachers: Provide feedback that is often evaluative, aiming to guide students towards improvement. They may use a mix of praise, constructive criticism, and encouragement.

Example: "You've done a great job on this project. Your research is thorough, but try to improve the clarity of your presentation."

Students: React to feedback and might use language that shows their understanding or areas of difficulty.

Example: "Thanks for the feedback. I'll work on making my presentation clearer."

#### 5. Professional vs. Casual Interaction:

Teachers: Maintain a professional tone and demeanor, especially in formal settings such as lectures or official communications.

Example: "Please submit your assignments by the end of the week to ensure timely grading."

Students: May be more casual in less formal interactions, such as during breaks or informal discussions.

Example: "Are you coming to the club meeting after school?"

#### 6. Structured vs. Spontaneous Responses:

Teachers: Often provide structured responses and explanations during lessons or when addressing the class.

Example: "First, let's review the key concepts from yesterday's lesson before moving on to today's topic."

Students: Might give more spontaneous and varied responses, especially when participating in discussions or answering questions.

Example: "I think I got this part, but what about the next step?"

In summary, teachers at SMAN 2 Tanjung Balai are likely to use formal, structured, and academic language, while students might employ a mix of formal and informal language, with varying levels of complexity depending on the context of the conversation.

### **2.5.3 Teacher and Students Conversation**

The Pattern of teacher and Students Conversation are:

1. Introduction: "good morning, class! Today we will be discussing about descriptive Narrative text."
2. Explanation: "let me explain the key concepts."
3. Interaction: "any question so far? feel free to ask."
4. Question: "I am not clear on the structure of this text. Can you explain that again?"
5. Clarification: "of course!"
6. Discussion: "I think narrative text has 3 structure of distinct. What do you think?"
7. Feedback: "good point! "
8. Closing: "no more questions. Thank you!"
9. Conclusion: "you are welcome! Next class, we will delve into procedure text. Have a great day!".



## 2.6 Previous Study

In keeping with this investigation, the investigator discovered a few studies or initiatives that, while having similar objectives, differed in terms of focus and data research methodology.

This research is appropriate to (Febriani et al., 2019) An Analysis of Language Style In “To All The Boys I’ve Loved Before” Movie Based on the result of the study, it is fruitful to suggests the students of English Department to do further analysis about the five language styles used in other resources like movies, novels, or articles.

(Pasaribu in Rembaen, Nurtria., Jamiluddin, Waris, 2021) observed “Language Style which are Found in Utterances of Anak Sasada Movie Script. The writer would like to offer the suggestion to student of English Department to enrich their knowledge in understanding the Language style of when writing, to lecturer for teaching materials for students into better understand to used of language style process strategy and its effects and journalists. In this analysis found that the factors influence language style Anak Sasada Movie Script are participant, setting, topic and function. (Putri et al., 2023)

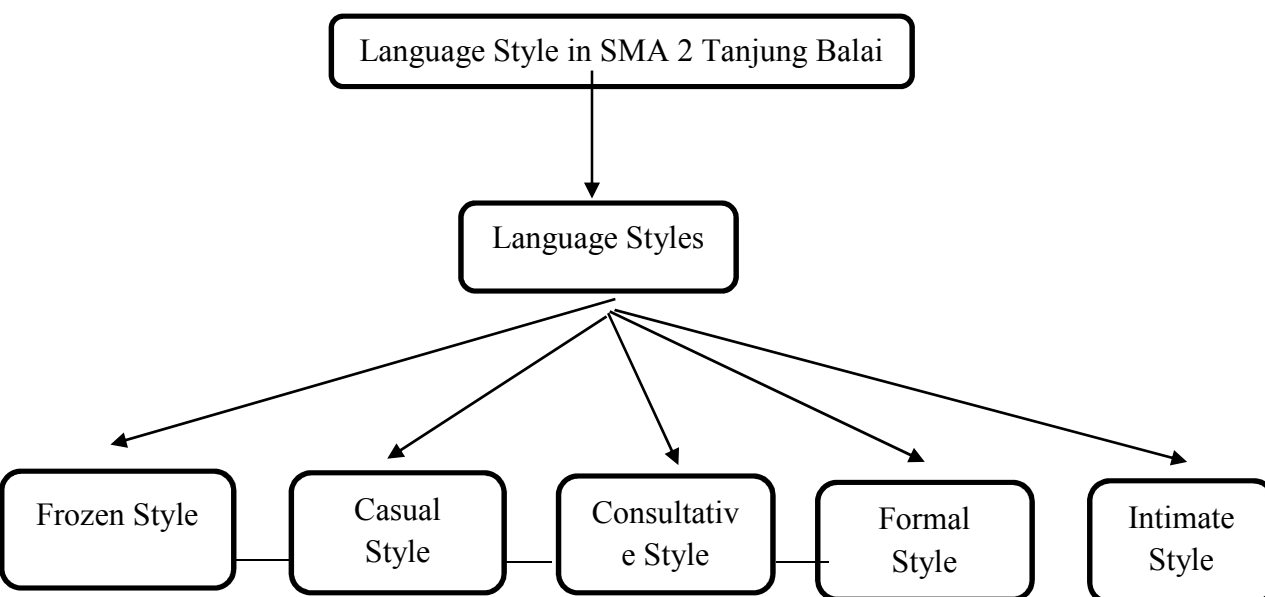
(Riasari et al., 2021) Conducted the research Entitled “An Analysis on Speech Styles Used by English Lecturers” This means that intimate style is prominently proved to be used in communication within family relation and close friends. Based on the result of the study, it is fruitful to suggests the students of English Department to do further analysis about the five language styles used in other resources like movies, novels, or articles. (G. A. Rahmawati & Suyudi, 2023)

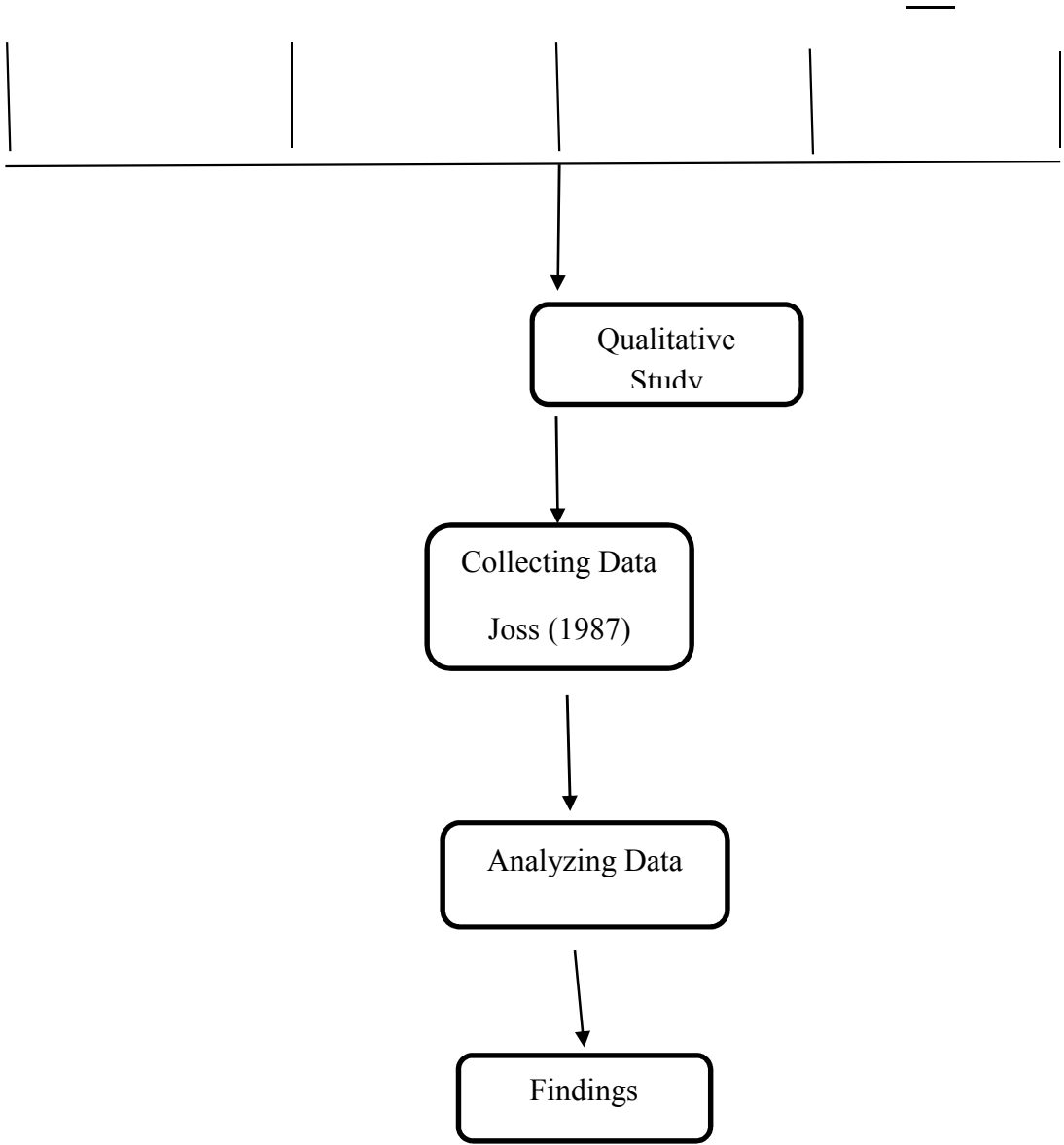
(Widyaiswara in Rahmawati, 2019) Conducted the research Entitled “The Analysis of Language Style Used In “Sisters Course” from English Department Islamic University

Lamongan. In their study, they are research analyze by using the theory of Martin Joos and Holmes' theory. The result of this study was that researchers found that all students used five types of language styles, namely frozen style, Formal style, Consultative style, Casual style, and Intimate style. Researcher also found factors that influence language style according to Holmes (2013) are social factors, age and gender, ethnicity, and social networks. (Kaka & Gde Nova, 2023)

(Sherliane Trisy Poai, 2021) Conducted a research Entitled “Teachers’ speech style in teaching English” Based on the result of the research it can be concluded that the dominant speech style used by the 14 English teachers are casual speech style, informal speech style, formal speech style, consultative speech style and frozen speech style (Language & Study, 2023) . The contribution that previous researchers can make to my research is that previous researchers explained in detail how to analyze teacher’s utterances in the class based on language style, they can provide new knowledge to researcher about the differences in the theories used. (FEBRIANI, 2023).

## 2.7 Conceptual Framework





**Figure 2.1 Conceptual Framework**

**CHAPTER III**

**RESEARCH METHODOLOGY**

### **3.1 Research Design**

Descriptive qualitative research is a useful model that operates in an environment that allows the researcher to gain a degree of detail by deeply immersing themselves in the real experiences (Creswell & Creswell, 2018) For the purpose of comprehending ideas, viewpoints, or experiences, descriptive qualitative research collects and analyzes non-numerical data, such as text, video, or audio

Inductive thinking, as opposed to deductive reasoning, forms the foundation of descriptive qualitative research. As opposed to quantitative research, in which the researcher is purely outside of the phenomenon being studied, observational elements provide questions that the researcher tries to explain. This is how the high association between the observer and the data is explained.

Significant variations in each study approach have been found, in addition to the obvious distinctions between quantitative and qualitative designs. A basic explanation of the qualitative methodology will be provided in the ensuing sections.

### **3.2 Subject of the Study**

The research consistently concentrates on teacher's utterances in the school. The author is looking into the different language styles that teacher's utterances in the school in different tribes and cultures in the school and the teacher that I will take 06 teachers in that school.

### **3.3 Instrument of Collecting Data Observation**

The methods that researchers can employ as instruments for data collection are known as instruments. According to Yin (2000:104) defined a research instrument for collecting data there are used observation, recording and documentation.

### **3.4 The Technique of Collecting Data**

The writer will do these steps to collect the data:

1. Observe first what style of language is more often used by teachers during teaching in class
2. Record when they have dialog in the class and translate into English when you want analyze the data
3. The figurative language that underlies the sentences

### **3.5 Technique of Analyzing Data**

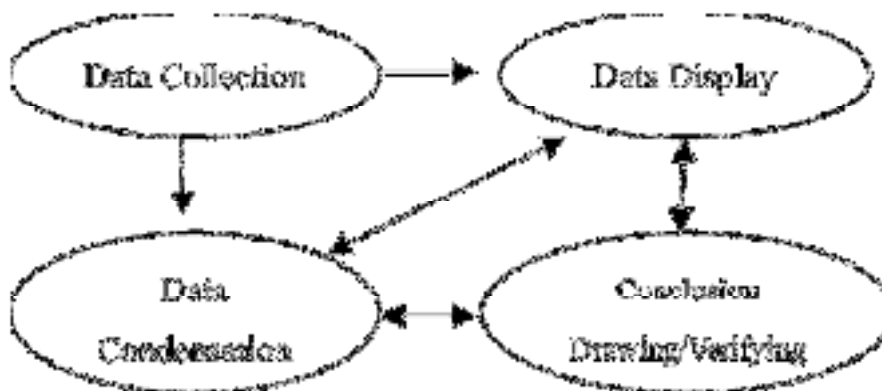
The data analysis by following the theory which comprise of language style based on gender identification of sociolinguistics.

1. Categorizing the phrases based on Martin Joss's (1987) classification of teacher's utterances in SMA 2 Tanjung Balai. (Frozen Style, Casual Style, Consultative Style, Formal Style, Intimate Style).
2. 1. Identifying Conversation Patterns
  2. Planning for Implementation
  3. Implementation in the Classroom
  4. Encouraging Student Participation
  5. Evaluating and Refining

## 6. Reporting Findings

### 3. Reaching a conclusion.

In analyzing the data, the researcher chose to use the stages of the Miles and Huberman's approach for data analysis. These phases include data collection, data condensation, data display, and conclusion/drawing verification (Miles, Huberman, Saldana 2014). The stages that will be applied in this study are as follows:



Model of data analysis of Miles, Huberman, and Saldana (2014)

#### 1. Data Collection

The researcher will categorize the utterances of teacher and the students in SMA 2 Tanjung Balai when they communicate in the classroom.

#### 2. Condensation Data

- a. Selecting: The researchers will select data from teacher in SMA 2 Tanjung Balai
- b. Focusing : In this phrase ,The researcher will focus on what the teacher's utterances in speaking English and Indonesian in the class

- c. Abstracting : In the abstraction , researcher will evaluate the types of utterances that teacher's utterances.
- d. Simplifying : the researcher will simply the data to classify the problems are in the teacher's utterances in English and Indonesian class.

### 3. Data Display

Data display is an organization, unification, and information that is concluded. Presentation of data here also helps in understanding the research context because it analyzes analysis that is more in-depth

### 4. Conclusion/drawing verification

Drawing conclusions here is done by researchers from the beginning of the researcher collecting data such as looking for understanding that has no pattern, noting regularity of explanations, and causal flow, which finally concluded the overall data obtained. Finally, concluded the overall data obtained by the researchers.

## 3.6 Triangulation

Triangulation in research means using multiple datasets, methods, theories, and/or investigators to address a research question. It's a research strategy that can help you enhance the validity and credibility of your findings and mitigate the presence of any research biases in your work. Triangulation is mainly used in qualitative research, but it's also commonly applied in quantitative research. If you decide on mixed methods research, you'll always use methodological triangulation.

- Types of triangulation in research

There are four main types of triangulations:

- Data triangulation: Using data from different times, spaces, and people
- Investigator triangulation: Involving multiple researchers in collecting or analyzing data
- Theory triangulation: Using varying theoretical perspectives in your research
- Methodological triangulation: Using different methodologies to approach the same topic  
triangulating theory also means applying several different theoretical frameworks in your research instead of approaching a research question from just one theoretical perspective.

#### 1. Data Triangulation

The researcher chose using triangulation data in this research to analyze the Language Style in the teacher's utterances in SMA 2 Tanjung Balai is a good approach to increase the validity of this research. Data triangulation involves collecting and analyzing data repeatedly to ensure that the research results are more credible and reliable. By repeating these steps, the researcher hopes to strengthen the validity of the findings and make a significant contribution to the understanding of the concept, to enhance general insight into utterances and the pattern of Teacher's in SMA 2 Tanjung Balai.

#### 2. Theoretical Triangulation

In the context of research into the analysis of Language Style that will be found in the teacher's utterances in SMA 2 Tanjung Balai. Theoretical triangulation methods are proposed to ensure the validity of the data. The use of some theoretical perspectives or theoretic frameworks is expected to help improve the validity and richness of the interpretation of research findings.



